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ABSTRACT

This report provides information on 25 national educational research and development centers. The description of each center contains the name and address of the grantee, the director(s), affiliated organizations, a detailed abstract of its mission and activities, and a list of key personnel. The following centers are included: (1) National Research Center on Assessment, Evaluation, and Testing; (2) Center on Families, Communities, Schools, and Children's Learning; (3) National Center on Education in the Inner Cities; (4) National Research Center on Cultural Diversity and Second Language Learning; (5) National Center for the Study of Writing and Literacy; (6) National Research Center on Student Learning; (7) National Center for Research on Teacher Learning; (8) National Center on Postsecondary Teaching, Learning, and Assessment; (9) National Center for Research on Educational Accountability and Teacher Evaluation; (10) The Policy Center of the Consortium for Policy Research in Education; (11) National Center on Adult Literacy; (12) National Center on the Educational Quality of the Workforce; (13) Center on Organization and Restructuring of Schools; (14) National Center for Research in Mathematical Sciences Education; (15) National Center for Science Teaching and Learning; (16) The Finance Center of the Consortium for Policy Research in Education; (17) National Research Center on Literature Teaching and Learning; (18) Center for Research on the Context of Secondary School Teaching; (19) Center for the Learning and Teaching of Elementary Subjects; (20) Center for Research on Effective Schooling for Disadvantaged Students; (21) National Center for Educational Leadership; (22) National Center for School Leadership; (23) Center for Technology in Education; (24) Reading Research and Education Center; and (25) The National Research Center on the Gifted and Talented. (DB)

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ABSTRACTS
of the Educational Research and Development Centers

Office of Research
555 New Jersey Avenue, NW
Washington, DC 20208–5573

U.S. Department of Education
Office of Educational Research and Improvement

November 1991

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Educational Research
and
Development Centers

Office of Research
555 New Jersey Avenue, NW
Washington, DC 20208–5573

U.S. Department of Education
Office of Educational Research and Improvement

November 1991

U.S. Department of Education
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Office of Educational Research and Improvement
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November 1991

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NATIONAL RESEARCH CENTER ON ASSESSMENT, EVALUATION, AND TESTING

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Center for the Study of Evaluation
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Los Angeles, California 90024-1522
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Co-Directors: Dr. Eva Baker
Dr. Robert L. Linn

Affiliated Organizations

Consortium Members

University of California at Los Angeles
University of Colorado
RAND
National Opinion Research Center, University of Chicago
University of Pittsburgh

Abstract

The mission of this Center is to improve educational performance assessment to meet the needs of policy makers, practitioners, and students. The work of the Center will increase our understanding of new and alternative assessments of student learning; assessment theories, models and methods; and the effects of assessment practices. The Center will pay particular attention to national and State initiatives and will strive to meet national and State assessment, testing, and evaluation needs.

The Center is carrying out its work through three programs: (1) Building Infrastructure for Improved Assessment; (2) Designing Improved Learning-Based Assessments: Prototypes and Models; and (3) Collaborative Development of Assessments in Practice Settings.

The Center is working with other R&D Centers, States, and national organizations in conducting development efforts, program evaluations, and/or validation studies. The Center will also disseminate information on testing and assessment to appropriate audiences and will collaborate with organizations that deal with student and school performance issues.

Key Personnel

University of California at Los Angeles

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University of Colorado

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CENTER ON FAMILIES, COMMUNITIES, SCHOOLS, AND CHILDREN'S LEARNING

Grantee: Boston University
605 Commonwealth Avenue
Boston, Massachusetts 02215
617-353-3309

Co-Directors: Dr. Don Davies
Dr. Joyce Epstein

Affiliated Organizations

Consortium Members

The Institute for Responsive Education,
Boston University
The Johns Hopkins University
University of Illinois
Wheelock College
Yale University

Abstract

The mission of this Center is to conduct research and develop projects, policy analyses, and dissemination efforts to produce new and useful knowledge about how families, schools and communities foster student motivation, learning, and development. A second important goal is to improve the conections between and among these major social institutions. Two research programs guide the Center's work: the Program on the Early Years of Childhood, covering children ages 0-10 through the elementary grades; and the Program on the Years of Early and Late Adolescence, covering youngsters ages 11-19 through the middle and high school grades.

The Center's projects pay particular attention to the diversity of family cultures and backgrounds and to the diversity in family, school, and community practices that may support families in helping all children succeed across the years of childhood and adolescence. Projects also examine policies at the Federal, State, and local levels that produce effective partnerships.

A third program of Institutional Activities includes a wide range of dissemination projects to extend the Center's national leadership, including: A Center Report Services, semi-annual Newsletters, videotapes, an International Network of Scholars doing research in this area, projects in cooperation with the League of Schools Reaching Out, co-publication of the magazine Equity and Choice, and development of a center reference library.

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NATIONAL CENTER ON EDUCATION IN THE INNER CITIES

Grantee: Temple University
Center for Research in Human
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933 Ritter Hall Annex
Philadelphia, Pennsylvania 19122
215-787-3001

Director: Dr. Margaret C. Wang

Affiliated Organizations

Consortium Members

University of Illinois at Chicago
University of Houston

Abstract

The mission of this Center is to strengthen education and related resources in inner cities by conducting a program of interdisciplinary research and development on families, schools, and communities. This research is organized into three main programs:

1) "Family: An Agent in the Education Process" is developing new data on child and youth socialization practices in inner city families, evaluate child rearing skills support programs, and focus on major problems such as substance abuse faced by adolescents in the inner cities.

2) "School: Resilience and Learning Success" is focusing on school interventions which foster success among inner city students with diverse learning characteristics and needs.

3) "Community: Connections with Education" aims to increase linkages between schools and community organizations such as government, businesses, religious institutions, social and medical service agencies, and the mass media designed to multiply the effectiveness of individual interventions and thereby to improve the education of inner city children, youth and young adults.

The program area on families includes projects focusing on the following topics: (1) the utilization of parent education and other resources among teenage mothers and parents of Head Start children, including an evaluation of all such programs in the North Philadelphia study area; and (2) the problems of inner city

adolescents, including one study testing a theory of underachievement and another on family and group therapy intervention processes in the school setting for early adolescents with behavioral problems.

The program area on schools includes five projects: (1) a comparative analysis of differences between high and low performing inner city public, parochial and independent schools in five urban areas; (2) a study of financial, educational, social and psychological data first in Chicago and then elsewhere to identify determinants of school effectiveness and efficiency; (3) a study of students in the top and bottom fifths of their classes on achievement and the ways in which schools work with them; (4) a longitudinal study in Houston of factors which contribute to elementary schools' improvement or decay; and (5) research on school district reorganizations impinging on secondary schools, beginning with in-depth, on-site analyses of middle schools and high schools in the school districts of Philadelphia, Brooklyn, and Houston, that have made the greatest progress in implementing promising reforms.

The program area on communities includes five projects: (1) an analysis of the ecology of urban education in terms of resources, populations, and economic opportunities in relation to educational outcomes -- nationally for 60 cities, in more detail for 4-6 cities, and intensively for Philadelphia; (2) a study in several localities of inner city schools which offer exemplary programs in parent/community relations and in professional service coordination; (3) exploratory case studies of new school-community collaborative programs in Minneapolis and Philadelphia; (4) a synthesis of literature on adolescent development in a multi-cultural context and school performance, to be followed by a conference evaluating the theoretical model and the development and administration of measures of developmental processes relevant to school performance; and (5) continuation of a Philadelphia area economic monitoring project that will show for individuals and households how economic activity is related to education, personal, and family characteristics including neighborhood location and how it changes over time. In subsequent years, analysis of income distribution and human resources will be carried out in metropolitan areas such as Houston, where other CEIC research projects are being conducted.

Key Personnel

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Center Liaison: Oliver Moles (202) 219-2207

NATIONAL RESEARCH CENTER ON CULTURAL DIVERSITY AND SECOND LANGUAGE LEARNING

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Santa Cruz, California 95064
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Co-Directors: Dr. Eugene Garcia
Dr. Barry McLaughlin

Affiliated Organizations:

Consortium Members

The Linquistic Minority Research Project of the University of California System
The Center for Applied Linguistics

Abstract:

The mission of the Center is to promote the intellectual development, literacy, and thoughtful citizenship of language minority students, and appreciation of the multicultural and linguistic diversity of the American people. The Center is focusing on the relationship between first and second language learning, and the relationship between cultural and linguistic factors in the achievement of literacy. Other projects are helping to develop teaching strategies to improve the learning of children from diverse cultural backgrounds and develop alternative methods of assessment for these children.

Dissemination of useful information to improve teaching and learning is a central part of the Center's work. Dissemination is directed toward language minority children, their parents and their teachers, as well as to resource centers, policy makers, advocacy groups, researchers and others concerned with their needs. A special feature of the dissemination strategy is to focus on specific instructional problems identified by classroom teachers.

The heart of the Center's approach is to move beyond the narrow focus of bilingual education characteristic of the 1980's to a more dynamic focus that places language learning within a broader social and cultural setting.

Key Personnel

Richard Duran	Hugh Mehan
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NATIONAL CENTER FOR THE STUDY OF WRITING AND LITERACY

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School of Education
5513 Tolman Hall
Berkeley, California 94720
415-643-7022

Director: Dr. Sarah Warshauer Freedman

Affiliated Organizations

Consortium Members

Carnegie Mellon University
National Writing Project

Abstract

The mission of this center is to provide research-based leadership to elementary and secondary schools, postsecondary institutions, and continuing education providers as they work to improve the teaching and learning of writing. The four main objectives of the Center's program are: (1) to create useful theories for the teaching and learning of writing; (2) to better understand the connections between writing and other learning; (3) to provide a national focal point for writing research; and (4) to disseminate the fruits of the best writing research to educators, policy makers, and the public. Through an ongoing relationship with the National Writing Project, a network of committed teachers of writing, the Center directly involves practitioners in shaping its research agenda and in making use of research findings to improve performance.

Center research is conducted by investigators at both the University of California at Berkeley and Carnegie Mellon University. The projects being pursued include:

1. Diversity and Literacy Development in the Early Years, a project studying how young children develop writing skills, in terms of backgrounds and classroom dynamics;

2. Writing to Learn History in the Intermediate Grades, a project focusing on using writing to help middle school students learn history, and how history can be a meaningful tool for language development;

3. The Oral and Written Language Growth of Non-English Background Secondary Students, a project identifying ways non-native English speakers in

high school learn to use English, and how to increase the effectiveness of such learning;

4. Writing in the Multicultural Secondary Classroom, a project focusing on the effective teaching and learning of writing in high school settings characterized by diverse student backgrounds;

5. Teacher Research in Action, a project analyzing how writing teachers can function as applied researchers and use research to improve their professional practice;

6. Evaluating Writing Through Portfolios, a project analyzing ways to improve the use of portfolios of original student compositions in teaching writing in elementary and middle schools;

7. Experimental Approaches to Evaluating Writing, a project testing the effectiveness of controlled and situated evaluation methods in improving writing teaching and learning;

8. The Writing of Arguments Across Diverse Contexts, a project studying the development and use of expository and analytical writing by college students and adults, and how to improve such skills;

9. Writing from Academic Sources, a project studying the development of academic writing skills by college-bound students, and ways to improve the transition from high school to college writing assignments; and

10. Families, Literacy, and Schooling, a project examining the effect of non-school influences, especially the home environment, on the learning styles and language development of elementary school students from minority backgrounds.

11. Literacy, Schooling, and Work, a project studying the relationship between school-based language learning and job attainment and performance, leading to a model curriculum blending the needs of school and workplace;

12. Student Engagement in Multicultural Writing and Literature Classrooms, a project applying research theory to the development of effective motivational curricula for helping immigrant minority students learn English; and

13. New Technologies and Writing Classrooms, a project examining the ways in which instructional technologies are introduced into writing classrooms and how such tools can best be used to promote effective learning.

Key Personnel

University of California at Berkeley

Sarah Warshauer Freedman (NCSWL Director)
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Center Liaison: E. Steven Hunt (202) 219-2243

NATIONAL RESEARCH CENTER ON STUDENT LEARNING

Grantee: University of Pittsburgh
Learning Research and Development Center
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
412-624-7450

Co-Directors: Dr. Robert Glaser
Dr. Lauren Resnick
Dr. James Voss

Affiliated Organizations

None

Abstract

The mission of this Center is to improve instruction in thinking and reasoning skills for all students. In addressing this mission, the Center is undertaking three research programs involving a total of nine projects.

The first program, entitled "Strategies for Thinking," is exploring the nature of potentially teachable thinking and reasoning strategies. The focus is on strategies that are broadly applicable in many areas of the school curriculum, such as self-monitoring strategies for learning from text, and strategies for engaging in reasoning and argumentation in the social sciences.

The second program, entitled "Knowledge Foundations for Thinking," is exploring the nature of knowledge in various academic subject areas, including mathematics, history, and science. This program is also exploring the nature of the background knowledge that students bring to instruction and the conditions under which such knowledge affects learning.

The third program, entitled "Thinking in the Classroom," is focusing on instructional conditions that foster proficiency in higher order thinking. This program is looking closely at instances of exemplary instructional practice in order to describe the nature of the instructional materials used, the nature of the explanations offered by teachers, the structure of classroom activity, and the learning outcomes. Instruction in several subject areas, including science, mathematics and history are being studied, and the classrooms being examined will range from elementary through high school.

In addition, a fourth program includes a variety of activities directed at maintaining a leadership role in the scholarly community and at disseminating the findings from the research to

practitioners and policy makers. Among these initiatives are several national invitational conferences for scholars on important issues in learning and instruction, along with several knowledge synthesis and utilization efforts implemented in collaboration with major practitioner associations such as the NEA, AFT, and ASCD.

Key Personnel

University of Pittsburgh

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NATIONAL CENTER FOR RESEARCH ON TEACHER LEARNING

Grantee: Michigan State University
College of Education
116 Erickson Hall
East Lansing, Michigan 48824-1034
517-355-9302

Director: Dr. Mary Kennedy

Affiliated Organizations

Consortium Members

University of Wisconsin at Madison
Education Matters, Inc.

Abstract

The mission of this Center is to improve the education of teachers so as to increase the effectiveness of instruction in the classroom. The Center's work is focusing on four elements that are essential to research on teacher learning:

1) Recognition of Public Expectations for the Reform of Schools -- which focuses on how teachers can learn to teach in more powerful and demanding ways than teachers have been asked to teach in the past.

2) Theory of the Teacher as a Learner -- which addresses the question of how teachers can transform the understandings they bring with them into better ways of understanding teaching.

3) Definition of the Central Task of Teaching -- which attempts to determine what teachers need to learn about both subject matter and learners and how they learn about these topics.

4) Recognition of the Unique Features of Teaching Practice -- which examines how teachers can learn both the intellectual and the logistical aspects of managing ambiguous, dynamic, and complex learning environments.

Three programs of research and sets of research questions are based on the Center's mission:

Program A - Transforming Beliefs about Teaching, Learning, and Learners. How can teachers and prospective teachers be helped to change beliefs that limit the possibilities for improving their teaching?

Program B - Linking Subject Matter to Diverse Learners. How can teachers be helped to understand both subject matter and students in ways that better enable them to connect the two?

Program C - Learning to Reason Pedagogically and Manage Instruction. How do teachers learn to deal with dilemmas in selecting and using instructional tasks, in managing classroom discourse, in orchestrating groups of students, and in assessing what students are learning?

Key Personnel

Michigan State University

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NATIONAL CENTER ON POSTSECONDARY TEACHING, LEARNING, AND ASSESSMENT

Grantee: The Pennsylvania State University
Center for the Study of Higher Education
403 South Allen Street, Suite 104
University Park, Pennsylvania 16801-5202
814-865-5917

Director: Dr. James L. Ratcliff

Affiliated Organizations:

Consortium Members

University of Illinois at Chicago
Northwestern University
Syracuse University
University of Tennessee at Knoxville
North Carolina State University at Raleigh
Educational Testing Service, Princton, NJ
Ithaca College
Stanford University

Abstract:

The National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA) has two primary missions. First, it aims to expand significantly the knowledge base on what facilitates or impedes student learning. Second, through effective dissemination efforts, it aims to strengthen and enhance the educational effectiveness of current institutional, state, and federal programs and policies affecting student learning.

Accordingly, the Center is attempting to focus the attention of the postsecondary education community and its several constituencies on teaching and learning, the improvement of educational practice, and the advancement of the theory and practice of assessing student and institutional performance. Three questions drive the Center's research and dissemination activities: 1) What factors impede or facilitate student learning? 2) How can knowledge and understanding of these factors be disseminated so as to improve undergraduate education? and 3) How can assessment practices be made to assist students and faculty members in the learning process?

Findings of the Center's research programs will address three major policy issues which currently face colleges and universities: 1) the persistence and degree attainment of underrepresented groups in higher education (particularly, Blacks, Native Americans, Hispanics, and, in disciplines where they are underrepresented, women); 2) the different kinds of

institutions (4-year versus 2-year, commuter versus residential) and the "equality" of their impacts on student learning, together with an examination of the educational impacts of student attendance patterns (full-time versus part-time); and 3) the development of credible indicators for the assessment of student learning, educational progress, and institutional effectiveness (approached as both a methodological and a policy issue at three levels: for individual faculty, their institutions, and their states).

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NATIONAL CENTER FOR RESEARCH ON EDUCATIONAL ACCOUNTABILITY AND TEACHER EVALUATION

Grantee: Western Michigan University
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Director: Dr. Daniel Stufflebeam

Affiliated Organizations

College of William and Mary
University of Alabama-Tuscaloosa
University of South Florida
Westat, Inc.

Abstract

The mission of this center is to conduct research, development, and dissemination to assist U.S. public school districts and private schools in the 50 states to: (1) validly and reliably evaluate teacher, administrator, and institutional performance; (2) effectively use the evaluation results to improve educational services to students and communities; (3) credibly and systematically assure accountability to constituents and sponsors.

The Center is organized around four major research programs: (1) Improvement of Teacher Performance Evaluations; (2) Improvement of Evaluations of Administrators, Support Personnel, and Schools; (3) Products and Services/Dissemination; and (4) Theory Development and Special Products.

The objectives of this center include testing alternative performance evaluation models, disseminating consumer reports comparing the models, working nationally with private schools and school districts to examine and improve their performance evaluation systems, developing needed evaluation instruments and procedures, and improving educational evaluation's theoretical base.

Key Personnel

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Advisory Panel Chair

Gary Wegenke (Des Moines, Iowa, Public Schools)

Center Liaison: Susan Klein (202) 219-2207

THE POLICY CENTER OF THE CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

Grantee: The Eagleton Institute of Politics
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908-828-3872

Director: Dr. Susan Fuhrman

Affiliated Organizations

Consortium Members

Michigan State University
Stanford University
The University of Wisconsin at Madison
Harvard University (year 2)

Abstract

The mission of this Center is to improve student learning by conducting and disseminating research on policy making and the links between policy and practice. The work of the Center is characterized by three key objectives: 1) to focus research on policies that enable high levels of learning by students from a broad range of social and economic backgrounds; 2) to conduct research that will lead to greater coherence in state and local policies to promote student learning; and 3) to undertake research that will increase the responsiveness of state and local policies to the diverse needs of students, schools, communities, and states.

Center projects include the following:

1. Upgrading Instruction and Achievement in High Schools examine the effects of instructional policies on the instruction offered primarily to lower-achieving students (those who usually receive lower levels of instruction), and the subsequent achievement of these students.

2. Achievement Trends in the United States focuses on the major changes in the country's education and health policy and practice that will be required to meet the national goals related to educational achievement.

3. School Incentives and Teacher Motivation investigates the impact of school incentives on the motivation and performance of teachers.

4. Instructional Practices and Student Achievement in Eighth Grade Mathematics investigates the instructional practices in

eighth grade mathematics across the states and identify state characteristics and policies related to these practices.

5. Designing Coherent Education Policy begins with a series of papers including "A Comparison of State and National Systems of Instructional Guidance," "Toward Coherent State Instructional Guidance and Governance Systems," "Coherence as Viewed from the Classroom and School," "Policy Coherence and School District Management," "Student's Perspectives on Educational Policies," "Portraits of Coherent Schools," and "Designing Coherent Early Childhood Policy."

6. The Design and Architecture of State Education Reform presents a strategic assessment of the conception, design, architecture, and depth of overall state policy.

7. State Instructional Policy, Teaching Practice, and Learning in Elementary Schools studies the relationship between coherent state instructional policies and school instructional practice.

8. District Variation in Managing Coherence investigates a set of critical decisions made by districts as they seek to influence schooling: how to allocate authority for key functions -- curriculum, assessment, staffing budget, staff development -- among central office, area subunits where they exist, and schools.

9. Managing Diversity Among Schools studies how districts mediate between state policies and school diversity, encourage school-designed improvement, sustain and propagate promising approaches, and assist lower-performing schools.

10. States and Diversity investigates the relationship between deregulation or state assistance/intervention and improvement at the school site, as judged by performance measures and the institution of changes associated with improved student learning.

Key Personnel

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Rutgers

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Stanford University

Martin Carnoy
Jane Hannaway
Michael Kirst
Milbrey McLaughlin
Marshall Smith

University of Wisconsin

William Clune
Andrew Porter

Harvard University

Richard Elmore

Educational Testing Service

Margaret Goertz

University of Michigan

Janet Weiss

Center Liaison: James Fox (202) 219-2223

NATIONAL CENTER ON ADULT LITERACY

Grantee: The University of Pennsylvania
Graduate School of Education
3700 Walnut Street
Philadelphia, Pennsylvania 19104-6216
215-898-2100

Director: Dr. Daniel Wagner

Affiliated Organizations

Consortium Members

National Center for Family Literacy
Center for Applied Linguistics
City University of New York
Education Testing Service
Indiana University
The Johns Hopkins University
Northwest Regional Laboratory
Pelavin Associates, Inc.
University of California at Berkeley
University of California at Santa Barbara
University of Delaware
University of Pittsburgh

Abstract

The mission of this Center is to establish a national agenda for adult literacy research and development and to improve practice in the field. The Center is focusing on the following major research topics: 1) identifying and describing the diverse populations needing literacy services; 2) determining the factors that influence motivation and facilitate learning; 3) studying the experiences of adult literacy students from their decision to enroll through their success in using acquired skills in the workplace and in life; 4) identifying best practices in delivery systems and teaching methodologies; and 5) improving collaboration between researchers and practitioners.

Initially, the Center's work is concentrating on three major projects. The first project is using research-based models of student-assisted literacy training to improve the literacy (and numeracy) skills of adults. A literacy corps model is being developed and will be disseminated as a training model to other colleges and universities. In addition, a numeracy training corps model based on the literacy model is being developed. Specific applications of this training approach to the workplace also are being considered. This project is developing a solution to the problems of staffing literacy efforts and is involving all

elements of a community, particularly institutions of higher education, in literacy programs.

A second project plans to survey 400 families from low-income neighborhoods in Philadelphia to study the relationship of family functioning to literacy attainment and retention, with emphasis on citizenship tasks. The results of the survey will provide a better understanding of the problems persons of limited literacy competence face when required to complete standard information forms, as well as how such problems are resolved. This information will assist public agencies that must deal with underliterate adults, educators who design programs to overcome functional literacy deficiencies, and researchers studying both the literacy levels and the patterns of behavior that accompany limited literacy skills.

The third project plans to: 1) review and synthesize existing knowledge concerning how well literacy programs work; 2) conduct research on how well adults retain literacy skills; and 3) develop a set of recommendations on how training programs might improve their success rates. Experience in both the U.S. and abroad indicates that individuals who have completed literacy training programs may not retain their skills as long as previously thought, or at a level high enough to be useful. Since major investments are being made in literacy programs, it is critical to know how retention can be improved.

Key Personnel

National Center for Family Literacy

Sharon Darling

Center for Applied Linguistics

JoAnne Crandall

City University of New York

Richard Sterling

Education Testing Service

Irwin Kirsch

Indiana University

Larry Mikulecky

The Johns Hopkins University

Jomills H. Braddock, II

Northwest Regional Laboratory

Stephen Reder

Pelavin Associates, Inc.

Mark Kutner

University of California at Berkeley

Sarah Freedman
Norton Grubb

University of California at Santa Barbara

Richard Duran

University of Delaware

Richard L. Venezky

University of Pittsburgh Learning Research and Development Center

Alan Lesgold

Center Liaison: Ann Benjamin (202) 219-2223

NATIONAL CENTER ON THE EDUCATIONAL QUALITY OF THE WORKFORCE

Grantee: The University of Pennsylvania
4200 Pine Street
Philadelphia, Pennsylvania 19104-4090
215-898-4585

Co-Directors: Dr. Robert M. Zemsky
Dr. Peter Cappelli

Affiliated Organizations

Consortium Members

The Wharton School, University of Pennsylvania
The Institute for Research on Higher Education, University of Pennsylvania
The New York State School of Industrial and Labor Relations, Cornell University

Abstract

The mission of the Center on the Educational Quality of the Workforce is to engage leading researchers, practitioners, and policy makers in a sustained dialogue that will make American firms more adaptive and competitive, make American workers more aware of the skills needed and the opportunities for acquiring them, and make American schools at every level more successful in meeting the learning needs of both employers and individual members of the workforce. Renewing American competitiveness requires a revitalized education and training market in which businesses and employees see themselves as joint beneficiaries in the education and training enterprise; and they work jointly with educational suppliers to produce the instruction services and materials that meet their needs. In order to facilitate the formation of the necessary linkages among businesses, workers, and educational suppliers, the Center is directing its energies towards three major efforts - research, dissemination and sustained dialogue.

The Center's research efforts are organized according to several major themes: providing a calculus for estimating the scale and effectiveness of work-related training and education; understanding firm behavior with respect to training investments and employment practices; exploring options and opportunities open to states to enhance the productivity of their workforces; preparing American students to make the school-to-work transition; and conducting comparative international studies on the education and training practices. Pilot projects are incorporated into the research agenda in order to translate the Center's research findings into actual practice. Center projects include:

1. Basic Enumerations and Data Collection

The objectives of this project are to develop, design, test, and make available to the research and practitioner communities integrated data sets for benchmarketing the scale, scope, and content of the work-related education and training of adult learners.

2. Changes in Firm Behavior

This project addresses the question of why some firms choose to invest in education and training, and others do not? The investigations within this effort are designed to quantify the experiences and behavior of firms with respect to employment practices and investments in education and training. It will involve a large number of case studies.

3. State Options and Opportunities

This project translates the Center's research and policy analyses into a series of state-wide policies and state options for investing in a skilled labor force. The first event in this project is a Roundtable discussion centering on the popular state policies of investing in the "human capital" of its workforce and how these policy statements can be implemented effectively.

4. School-to-Work Transitions

The goal of this project is to improve understanding of the components that are necessary to create a productivity link between education suppliers, workers, and employers. It includes a field investigation of the hiring and promotion decisions of both small and large firms, focusing on how educational requirements become identifiable facts in the process.

5. Occupations and Earnings of Former Vocational Education

This project investigates the occupations and earnings of former vocational education students. The goal is to develop useful definitions of educational outcomes; a methodology for assessing the effectiveness of vocational education; and a report, based principally on data drawn from the State of Florida.

Because of the inadequacy of previous efforts to make research accessible to other researchers and to the practitioner community, dissemination and discussion have equal standings with the Center's fundamental inquiry activities. Among the Center's dissemination efforts are: a seminar series geared toward policymakers, and their staffs, publication in newspapers, the popular press, and trade magazines of articles and columns based on the Center's work; the formation of working roundtables of CEOs; and the Center's own flexible, targeted publications program. These separate dissemination efforts are all linked by

a strong set of visual materials to ensure quick recognition of the Center among its constituencies.

Key Personnel

Stephen Barley	Cornell University
John Bishop	Cornell University
Peter Cappelli	Wharton School
Harry Katz	Cornell University
Paul Osterman	Massachusetts Institute of Technology
Peter Sherer	Wharton School
David Stevens	University of Baltimore
Paul Taubman	University of Pennsylvania
Michael Useem	Wharton School
Robert Zemsky	Institute for Research on Higher Education

Center Liaison: Nevzer Stacey (202) 219-2243

CENTER ON ORGANIZATION AND RESTRUCTURING OF SCHOOLS

Grantee: University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, Wisconsin 53706
608-263-7575

Director: Dr. Fred M. Newmann

Affiliated Organizations

Consortium Members

University of Minnesota
Harvard University
University of Pennsylvania
Stanford University
University of Chicago

Abstract

The mission of this Center is to produce new and useful knowledge about school organization and restructuring so as to inform the efforts of policy makers and practitioners who are engaged in education reform. In addressing this mission, the Center is focusing its attention on six questions:

1) How can schooling nurture authentic forms of human achievement?
2) How can schooling enhance educational equity?
3) How can decentralization and local empowerment be constructively developed?
4) How can educational organizations be transformed into learning communities settings?
5) How can dialogues of change be enriched?
6) How can the focus on student outcomes be shaped to support these five principles?

The Center's research is being organized around the following topic areas:

1) student experiences
2) the professional life of teachers
3) school governance, management, and leadership
4) the coordination of community resources.

Key Personnel

University of Wisconsin

Gary Wehlage
Anne Lockwood
Kent Peterson
Andrew Porter
Adam Gamoran

University of Minnesota

Karen Seashore Louis

University of Chicago

Anthony Bryk

Harvard University

Courtney Cazden

Stanford University

Elizabeth Cohen

Center Liaison: David Stevenson (202) 219-2207

NATIONAL CENTER FOR RESEARCH IN MATHEMATICAL SCIENCES EDUCATION

Grantee: University of Wisconsin at Madison
Wisconsin Center for Education Research
1025 West Johnson Street
Madison, Wisconsin 53706
608-263-4285

Director: Dr. Thomas A. Romberg

Affiliated Organizations

Consortium Members

Harvard University
San Diego State University

Abstract

The mission of this Center is to improve mathematics teaching and learning in order to improve the performance of America's schools and its students in this critical subject area. The work of the Center focuses on five key areas in mathematics: whole numbers, quantities, algebra and quantitative analysis, geometry, and statistics.

In addition, the center is examining authentic assessment and implementation of reform. The authentic assessment project is focusing on the development of assessment instruments that reflect the objectives and content of mathematics programs as well as broader curricular goals and the manner in which material is taught.

The implementation of reform project is focusing on how mathematics teaching and learning can be changed, through instructional technology, teacher education, and school contexts while considering the educational reform movement as a whole.

Key Personnel

University of Wisconsin

Thomas Romberg
Thomas Carpenter
Donald Chambers
Elizabeth Fennema
Susanne Lajoie
Richard Lehrer
Walter Gonzalez Secada

Southeastern Massachusetts University

James J. Kaput

Harvard University

Judah Schwartz
Martha Stone Wiske

San Diego State University

Judith Sowder

Center Liaison: Kent Viehoever (202) 219-2021

NATIONAL CENTER FOR SCIENCE TEACHING AND LEARNING

Grantee: The Ohio State University
Room 104
Research Center
1314 Kinnear Road
Columbus, Ohio 43212
614-292-3339

Director: Dr. Arthur L. White

Affiliated Organizations

None

Abstract

The mission of this Center is to improve science learning in grades K-12. The Center's research is organized around the following major areas:

1. Social and Cultural Factors
2. Public Expectations and Societal Incentives
3. School Organization and Policy: Economic and Political Forces
4. New Technologies
5. Integration of Content Across the Curriculum

The Social and Cultural Factors area concentrates on a number of important issues in the social context of science instruction: (1) narrowing the gap between what we know about learning and practices in the classroom; (2) the relevance of science learning to students' daily lives; and (3) cultural and social diversity in science learning. The research includes a focus on science learning for at-risk children.

The Public Expectations and Societal Incentives area is: (1) identifying the incentives or lack of incentives for students' selection of science or science related careers, (2) developing strategies for modifying this incentive structure, and (3) developing and evaluating a prototype program on influencing the incentive structure. Research covers topical areas in early science testing placement, school/industry partnerships, junior high school science specialists, health science-based integrated science, and integrated science and agriculture curricula.

The Social Organization and Policy area is: (1) identifying agencies which can facilitate reform, and (2) identifying, developing, and evaluating strategies for organizational policy, economic and/or political change related to improved science teaching and learning. Research efforts are examining the effect of school restructuring and site-based management on science teaching.

The New Technologies area is: (1) determining how new technology can change students' nature of science experience, (2) exploring how technology can be used to integrate classroom science with the "real world," (3) developing technology based on assessment and evaluation procedures that make testing more valid and efficient, and (4) developing technology-based activities which extend the "meaningfulness" of science teaching and learning. Among the topics covered are the integration of advanced computer technologies into science education and the use of computer simulations in teaching physics.

The Integration of Content Across the Curriculum area is investigating the effects of integrating technology into the teaching and learning of science by varying the criteria for the selection and sequencing of learning activities. Theoretical models will be identified, formulated, and validated.

Key Personnel

The Ohio State University

Arthur L. White
Michael H. Klapper
Barbara Macce
Mathew Forsythe
James W. Altshuld
Donna Berlin
Patricia Blosser
Carolyn Carter
Robert Donmoyer
Phillip A. Heath
Stanley Helgeson

Pennsylvania State University

Melvin Mark

University of Florida

Kenneth Tobin

University of Georgia

Russell H. Yeany

Center Liaison: Wanda Chambers (202) 219-2021

THE FINANCE CENTER OF THE CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

Grantee: University of Southern California
School of Education
Waite Phillips Hall 901
Los Angeles, California 90089-0031
213-740-3450

Co-directors: Dr. Allan Odden
Dr. Susan Fuhrman

Affiliated Organizations

Consortium Members

University of Southern California
Rutgers University
Michigan State University
Stanford University
University of Wisconsin at Madison
Harvard University

Abstract

The mission of this center is to identify, investigate, and disseminate education finance policies and practices that can enhance educational quality and productivity. The work of the Center addresses three sets of questions:

(1) How does the current system function? How do current and proposed education finance approaches affect coherence and productivity at the school and institutional level?

(2) How can education finance be responsive? How can it accommodate variation in students, teachers/professors, schools/institutions, districts and states?

(3) What are current linkages between resource use policies and student or program outcomes? How are resources used in schools that "work" and postsecondary institutions that have "high quality" undergraduate programs? How does existing policy help or hinder these linkages and how can finance policies be designed to promote increased education quality and productivity?

The center focuses on three program areas: (1) current policy impact on coherence and productivity; (2) finance policy and educational equity and diversity; and (3) linkages between

resource policies and student outcomes. Methodologies to be used include large-scale data analysis, case studies, surveys, policy analysis, and literature review.

To facilitate its dissemination activities and communicate with outside communities, this Center is integrated with the Policy Center of the Consortium for Policy Research in Education at Rutgers University.

Key Personnel

University of Southern California

Allan Odden
Lawrence Picus
Guilbert Hentschke
Priscilla Wohlstetter

Rutgers University

William S. Barnett

Stanford University

William Massy
Patricia Gumport
Andrea Wilger

Cornell University

David Monk
Ronald Ehrenberg
John Bishop

Others

Jacob Adams
Robert Zemsky
Eric Hanushek
James Guthrie
Cyril Kent McGuire
Craig Richards
Margaret Goertz
Stephen Barro
Arthur Hauptman

Center Liaison: Duc-Le To (202) 219-2243

NATIONAL RESEARCH CENTER ON LITERATURE TEACHING AND LEARNING

Grantee: State University of New York at Albany
School of Education
1400 Washington Avenue
Albany, New York 12222
518-442-5026

Director: Dr. Arthur N. Applebee

Affiliated Organizations: None

Abstract:

The mission of the Center is to show how the effective teaching of literature can improve all students' ability to think creatively, both in and outside of literature classes. The Center is paying particular attention to improving student motivation and general literacy skills of at-risk children.

The Center's research projects are organized into three programs: (1) the teaching and learning of literature; (2) literature curriculum and assessment; and (3) the link between literature and social and cultural heritage.

The program for the Teaching and Learning of Literature shows how literature can be taught in ways that foster general critical and creative thinking skills that students' need in all their classes. The goal is to develop ways of teaching literature which become the basis for learning in other areas of the curriculum as well.

The program on Curriculum and Assessment develops ways to improve the literature curriculum -- its goals, content, sequence -- in both schools and school districts. Efforts are directed at improving the lessons, assignments, and materials used by teachers in elementary and secondary schools. This program also develops improved methods of assessing students' knowledge and understanding of literature and developing alternative methods of measuring students' general verbal skills.

The program on Social and Cultural Traditions of literature generates methods of teaching literature which build on the students' out-of-school experiences in the home and community. The program concentrates on ways in which social and cultural heritage can be used more effectively in school programs.

The Center is taking a number of practical steps to ensure that the Center's work is made available to teachers and schools throughout the country. The Center is establishing the "National Literature Network" which shares information among local, state,

and national groups concerned about the best literature teaching and learning practices. Some of the groups which are involved in the Center's work include members from the National Council of Teachers of English, the Modern Language Association, the International Reading Association, the American Federation of Teachers, the National Educational Association, the American Library Association, the Council of Chief State School Officers, and the New York, California and Connecticut State departments of education.

Center Liaison: Rita Foy (202) 219-2021

CENTER FOR RESEARCH ON THE CONTEXT OF SECONDARY SCHOOL TEACHING

Grantee: Stanford University
School of Education
CERAS
Stanford, California 94305-3084
415-723-4972

Director: Dr. Milbrey W. McLaughlin

Affiliated Organizations

Consortium Members

Michigan State University

Abstract

The Center's mission is to discover how working conditions and other circumstances in schools affect teachers, promote or hinder effective teaching and, ultimately, affect student learning. An important objective of the Center is to provide policymakers and practitioners with information about how policies and practices at all levels of the school system constrain or enable teaching and learning. Center results, to be available in late 1992, are expected to offer significant new insights about effective restructuring strategies.

Key Personnel

Milbrey W. McLaughlin
Joan E. Talbert
Brian Rowan

Center Liaison: Elizabeth J. Demarest (202) 219-2207

CENTER FOR THE LEARNING AND TEACHING OF ELEMENTARY SUBJECTS

Grantee: Michigan State University
College of Education
East Lansing, Michigan 48824
517-353-6470

Co-Directors: Dr. Jere Brophy
Dr. Penelope L. Peterson

Affiliated Organizations

None

Abstract

The Center for the Learning and Teaching of Elementary Subjects focuses on conceptual understanding, higher order thinking, and problem solving in elementary school teaching of mathematics, science, social studies, literature, and the arts. Its research identifies exemplary curriculum, instruction, and evaluation practices in the teaching of these school subjects; studying these practices to build new hypotheses about how the effectiveness of elementary schools can be improved; and making specific recommendations for the improvement of school policies, instructional materials, assessment procedures, and teaching practices. Research questions include:

1) What content should be taught when teaching these subjects for understanding and use of knowledge?

2) How do teachers concentrate their teaching to use their limited resources best? and

3) In what ways is good teaching subject matter-specific?

Key Personnel

Jere Brophy
Penelope L. Peterson

Center Liaison: Clara Lawson-Copeland (202) 219-2021

CENTER FOR RESEARCH ON EFFECTIVE SCHOOLING FOR DISADVANTAGED STUDENTS

Grantee: School of Arts and Sciences
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
301-338-7570

Director: Dr. Jomills H. Braddock II

Affiliated Organizations

Consortium Members

University of California at Santa Barbara
Northern Arizona University
Teachers College, Columbia University
Council of Chief State School Officers

Abstract

The Center's mission is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. The Center's working definition of the "educationally disadvantaged" is students who are not succeeding or are under-achieving in school because of insufficient educational experiences in at least one of the three domains of school, family, and community. The strategy for carrying out the mission is to focus on the school as the major source of improvement in the education of the disadvantaged. The Center has four program areas (and Program Directors): (1) The Early and Elementary Education Program (Karweit and Slavin), (2) The Middle Grades and High Schools Program (Epstein and McIver), (3) The Language Minority Program (Duran and Portes), and (4) The School, Family, and Community Connections Program (Nettles and Epstein). All programs use scientific designs, measures, and methods to test the true impact of new educational approaches and provide empirical evidence on how to improve the education of disadvantaged students under different school conditions.

Key Personnel

Nancy L. Karweit
Robert E. Slavin
Joyce L. Epstein
Douglas McIver
Richard Duran
Alejandro Portes
Saundra Nettles

Center Liaison: Harold Himmelfarb (202) 219-2223

NATIONAL CENTER FOR EDUCATIONAL LEADERSHIP

Grantee: Graduate School of Education
Harvard University
Gutman Library, 6 Appian Way
Cambridge, Massachusetts 02138-3704
617-495-3575

Co-Directors: Dr. Lee G. Bolman
Dr. Terrence E. Deal

Affiliated Organizations

Consortium Members

Vanderbilt University
The University of Chicago

Abstract

The Center's mission is to conduct research and development in educational leadership. The research agenda of the National Center for Educational Leadership focuses on three major questions:

(1) What is good leadership,

(2) How does good school leadership come about, and

(3) What will good leadership mean in the future.

Key Personnel

Lee Bolman	Catherine Marshall
Terrence Deal	Jerry Murphy
Carol H. Weiss	Willis Hawley
Dan C. Lortie	Philip Hallinger
Susan Moore Johnson	

Center Liaison: Ron Anson (202) 219-2207

NATIONAL CENTER FOR SCHOOL LEADERSHIP

Grantee: College of Education
University of Illinois at
Urbana-Champaign
1208 West Springfield Avenue
Urbana, Illinois 61801
217-244-1122 1-800-356-0069

Director: Dr. Paul W. Thurston

Affiliated Organizations

Consortium Members

University of Michigan
Metritech, Inc. at Urbana, Illinois
The Illinois State Board of Education

Abstract

The National Center for School Leadership investigates the theory and practice of school leardership as it relates to school culture and climate and to teaching, learning, and student achievement.

Key Personnel

Paul Thurston
Renee Clift
Samuel Krug
Martin Maehr
Stephanie Parker
Patricia Tucker-Ladd
Frederick Wirt

Center Liaison: Ron Anson (202) 219-2207

CENTER FOR TECHNOLOGY IN EDUCATION

Grantee: Bank Street College of Education
610 West 112th Street
New York, New York 10025
212-222-6700

Director: Dr. Jan Hawkins

Affiliated Organizations

Consortium Members

Bolt, Beranek and Newman, Inc.
Brown University
Harvard University
National Center on Education and the Economy

Abstract

The mission of the Center for Technology in Education (CTE) is to study, design, and demonstrate the roles that technologies can play in improving student learning and achievement in schools. Its primary goal is to understand how technologies can be integrated into schools and classrooms in ways that deepen students' understanding of curricular content and enhance students' skills of critical thinking, inquiry, and analysis. Its research and development encompass several areas of the curriculum, including the humanities, sciences, and social studies. The Center's dissemination program focuses on the diverse settings, populations, and purposes that characterize the nation's schools.

Key Personnel

Jan Hawkins
Allan Collins
Howard Gardner
Kathleen Wilson
Cornelia Brunner
Joe Walters

Center Liaison: Ram N. Singh (202) 219-2021

READING RESEARCH AND EDUCATION CENTER

Grantee: University of Illinois
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820
217-333-2552

Director: Dr. Richard C. Anderson

Affiliated Organizations

Consortium Members

Bolt, Beranek and Newman, Inc.

Abstract

The primary mission of the Reading Research and Education Center is to provide leadership in furthering a better understanding of how people learn to read, how they comprehend what they read, and how they can be taught to read. Center researchers conduct both basic and applied research into the complex processes of reading and reading comprehension. In addition, they engage in practical programs designed to implement research findings.

Among the continuing programs of basic research at the Center are investigations of perceptual processes in reading carried out in the Eye Movement Laboratory and studies of children's knowledge acquisition in the content areas.

Among its continuing programs of applied research are studies analyzing content area textbooks, studies of children's vocabulary development, and studies that describe and evaluate instructional practices in elementary and middle school reading classes.

The Center's practical programs include: (1) the development and publication of a guide to assist members of textbook adoption committees, teachers, administrators, and others in the selection and evaluation of basal reading programs; (2) the creation of a videotape series featuring exemplary teachers and instructional practices for use in preservice and inservice teacher education programs; (3) the preparation of a major book on the role of phonics in beginning reading instruction; and (4) the sponsorship of an annual summer institute for teachers, librarians, reading specialists, and administrators interested in finding ways to implement current research findings into their schools' reading programs.

Programs of Research	Principal Investigators
Acquisition of Knowledge and Skills	Jana Mason George McConkie Linda Meyer Stella Vosniadou David Zola
Instruction in Reading	Marilyn Adams Richard C. Anderson Bertram Bruce Alan Collins Aydin Durgunoglu Dolores Durkin Jan Gaffney Georgia Garcia Violet Harris William Nagy Jean Osborn Diane Stephens Phyllis Wilkin
Text Characteristics	Thomas Anderson Bonnie Armbruster William Brewer James Levin Rand Spiro
Testing of Reading Proficiency and Evaluation of Instruction	David Pearson

Center Liaison: Anne P. Sweet (202) 219-2021

THE NATIONAL RESEARCH CENTER ON THE GIFTED AND TALENTED

Grantee: The University of Connecticut at Storrs
231 Glenbrook Road
Storrs Hall, Box U-7
Storrs, Connecticut 06269-2007
(203) 486-5279

Director: Dr. Joseph Renzulli

Affiliated Organizations:

Consortium Members

The University of Georgia
The University of Virginia
Yale University

Abstract

The Center's mission is to carry out problem-based, practice-relevant, and consumer-oriented research on the gifted and talented, and to disseminate research findings in appropriate ways to practitioners, administrators, policy makers, and other researchers. The Center focuses much of its work on identification and programming issues for students who may not be identified through traditional assessment methods.

The Center consists of six components: (1) The Directorate serves as the major administration, coordination, and dissemination unit. (2) The four Participating Universities are the locations for the design, development, and data analysis stages of research projects. (3) The more than 200 Collaborative School Districts serve as research sites, and provide practitioner participation in the management and evaluation of the research studies. (4) Advisory Councils, formed at both the state and national levels, provide guidance to the Center in developing its research agenda and disseminating the results of the Center's activities. (5) Stakeholders, both individuals and organizations with an interest in gifted and talented education, also provide input into the Center's activities. (6) Content Area Consultants provide technical assistance to the principal investigators and participate in the research studies as appropriate.

Key Personnel

The University of Connecticut

E. Jean Gubbins
Francis Archambault
Sally Reis
Alexinia Baldwin
Karen Westberg

The University of Georgia

Mary Frasier

The University of Virginia

Carolyn Callahan
Marcia Delcourt

Yale University

Robert Sternberg
Pamela Clinkenbeard

Center Liaison: Ivor Pritchard (202) 219-2223

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